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ABSTRACT

The Success Stories project provided technical assistance to the Pennsylvania Department of Education's Bureau of Adult Basic and Literacy Education (ABLE) in selecting and recognizing 10 outstanding ABLE students via Midwinter Conference awards ceremonies and publication of the Success Stories Booklet and Flyers. In addition, the project sought to encourage greater participation of ABLE programs in Success Stories by providing resource specialists to novice agencies in the nominations process and increasing adult learner involvement by adding a former outstanding student to project staff. The project conducted a comparative study of programs who sponsored 1994/1995 Success Stories winners and agencies who did not participate in the awards process. Results indicated major differences in instructional level of clientele served, availability of paid and full-time staff, variety of funding sources, and staff/agency attitudes. Appendixes include a sample form for evaluating Success Stories of nominees and survey instruments. (YLB)

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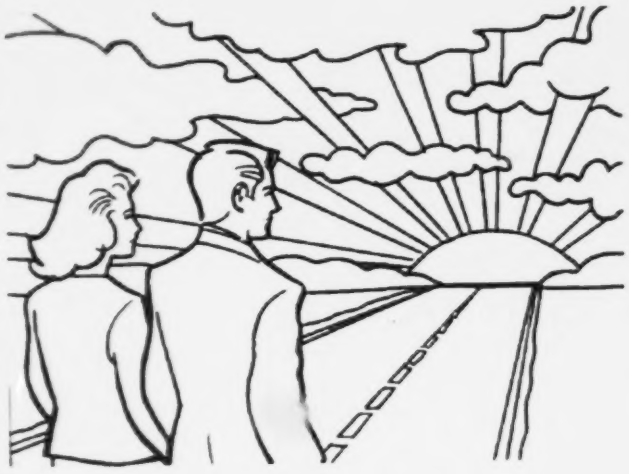

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1995 SUCCESS STORIES

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FY 1994-95

Special Project # 98-5008

$20,250

Dr. Sherry Royce, Project Director

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Expanding our Horizons

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ABSTRACT

Title: ***SUCCESS STORIES*: Expanding Our Horizons**

Project No: 98-5008 **Funding:** $20,250

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PURPOSE:

Success Stories provided technical assistance to the Pennsylvania Department of Education's (PDE's) Bureau of Adult Basic and Literacy Education (ABLE) in selecting and recognizing ten Outstanding ABLE students via Midwinter Conference awards ceremonies and publication of the *Success Stories Booklet* and flyers. In addition, this year's project sought to encourage greater participation of ABLE programs in *Success Stories* by: 1) providing Resource Specialists to aid novice agencies in the nominations process; 2) increasing adult learner involvement by adding a former outstanding student to project staff and 3) conducting a comparative study of programs who sponsored 1994/1995 *Success Stories* winners and agencies who did not participate in the *Success Stories* awards process.

PROCEDURES:

Project staff edited the nominations, made arrangements for winners' participation at Midwinter conference and handled payments. Project staff conducted the comparative study and presented the findings in the final report. Project staff prepared and published ***SUCCESS STORIES:*** *Expanding Our Horizons* and accompanying Flyers, and conducted project evaluation.

SUMMARY OF FINDINGS:

A 1994 *Success Stories* student was added to project staff as a field coordinator. Seven agencies or 15% of the total *Success Stories* nominators sought and received assistance from resource specialists and the project director. The study of past winners' programs and non-nominators' agencies indicated major differences in instructional level of clientele served, availability of paid and full time staff, variety of funding sources and staff/agency attitudes.

COMMENTS:

Due to a revision in the nomination's guidelines and selection process, this year's award winners stressed their achievements as a direct result of the adult education they had received rather than the difficulties they had encountered in the past. Project evaluation continues to rate this activity as an important vehicle for ABLE awareness and a highlight of Midwinter Conference.

PRODUCTS:

Final Report, 2000 *Success Stories* Booklets, 200 Flyers each provided to the ten programs with *Success Stories* award winners.

DESCRIPTORS:

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FINAL REPORT

SUCCESS STORIES: Expanding Our Horizons

A 353 Special Project FY 1994-95

Funded by PDE: $20, 250 # 98-5008

BACKGROUND

Ever since 1978, Pennsylvania has been honoring its outstanding Adult Basic Education and Literacy Education (ABLE) students at an awards ceremony and legislative luncheon at the Pennsylvania Association for Adult and Continuing Education's (PAACE's) annual Midwinter Conference. This awards ceremony followed by the publication of the *Success Stories* Booklet and local program flyers constitute one of the Pennsylvania Department of Education (PDE) Bureau of Adult Basic and Literacy Education's (ABLE's) best awareness vehicles. *Success Stories* encourages potential students to realize that adult education provides a stepping stone to achievement and promotes public understanding regarding the quality of ABLE programs and the empowering effect they can have upon participants' future efforts. Such public awareness is the key to winning and retaining support for adult literacy.

PROJECT GOALS, OBJECTIVES, AND ACCOMPLISHMENTS

The primary goal of this project, providing assistance to PDE in conducting the 1995 outstanding students' award ceremonies and the production and dissemination of an ABLE Students of the Year recognition publication, was accomplished. A secondary goal called for increasing adult student participation in the *Success Stories* process. Adult student participation in the *Success Stories* process was increased by adding David Wolfe, a 1994 Outstanding Student, to the project staff as a field representative.

The proposal also called for an increase of 15% in the number of *Success Stories* nominations submitted to PDE's Bureau of ABLE. This was not accomplished. There were 48 nominations for the 1995 Student of the Year, the same number as in 1994. However, 27 or 56% of the agencies nominating students in 1995 had not participated in the nominations process in 1994 and seven agencies or 15% of the nominators sought the assistance of the project director or the regional resource specialists established to help novice agencies in the nominations process. Why some agencies elect to participate in *Success Stories* and others do not is the subject of the comparative study found on page 6 of the final report.

SUCCESS STORIES AWARDS

THE SELECTION PROCESS

Every local agency funded by PDE under Section 322/353 or Act 143 is eligible to submit one candidate for outstanding student of the year and this year 48 nominations were received by PDE's Division of ABLE. The criteria for nomination were redefined this year to emphasize students' career plans and accomplishments as a result of their education and nominating agencies innovative programming to meet students needs (See Appendix A).

All nominations were rewritten by project staff to insure the information was contained on a single page and gave minimal evidence of the nominee's name or program origin. At the *Success Stories* meeting in early December, the Selection Committee had very little difficulty in reaching consensus on the ten Outstanding Adult Students.

This year's selection Committee included:

Peggy Greene, Instructor
Harrisburg State Hospital

John Heisey, Supervisor
Lebanon Adult Learning Center

Ralph Morgan, Associate Exec. Director
Schuylkill Intermediate Unit 29

Cynthia Presley, Community Relations
Vice President, Dauphin Deposit Bank

Beverly Smith, Director
Region 6 Staff Development Center

Cheryl Harmon, Resource Specialist
PDE, Bureau of ABLE

Caroline Lee, Adult Lit. Coordinator
CC of Allegheny County

Ella Morin, Special Programs Director
PDE, Bureau of ABLE

Sherry Royce, Project Director
Success Stories

Mike Wilson, Adult Literacy
Central Susquehanna IU. 16

Panel members rated each candidate according to nine selection criteria (See Appendix A) and determined their top fifteen choices. The ten nominees receiving the highest number of panel member votes from among the top fifteen were chosen Outstanding Students of 1995.

Success Story winners for 1995 and their programs are:

Walter H. Long	Greater Pittsburgh Literacy Council
Daryl F. Solt	Mid-State Literacy Council and CIU 10 Development Center for Adults
Carmen Hernandez Duncan	Clarion County Literacy Council
Helen Priest	Cumberland Valley School District
Marilyn G. Howard	Northwest Tri-County Intermediate Unit
Michelle Nichole Yantz	Luzerne Intermediate Unit 18
Sandy Bender	TIU Adult Education and Job Training Center
Julissa Rivera	Eagleville Hospital
Christine Castro	The Lighthouse
Romona Speakes	The Center for Literacy, Inc.

Panel members were asked to comment on the selection process (See Appendix B). Eighty percent believed that the nominators provided information in keeping with the new guidelines, 90% indicated that the stories were treated in an evenhanded manner, and 80% indicated that the information supplied was sufficient for them to select 10 outstanding ABLE students. Several panel members took the opportunity to comment on the revised guidelines.

- The hardships were not as extreme as in other years.
- The stories were not as good as in previous years.
- A checklist is essential to insure that each of the stories is read in the same vein, regardless of format of nominator.
- Nominators seem to have a problem in giving too much or not enough information.
- The reader needs background as to why schooling stopped and when it resumed and any pertinent information in between.
- An opening statement as to whether nominee is incarcerated, learning disabled, etc. would be helpful.

MIDWINTER CONFERENCE PREPARATIONS

Once the outstanding students were selected, the project coordinator identified the field manager residing in each student's region and provided them with a Field Manager's Worksheet and packet of information (See Appendix C). David Wolfe, a 1994 Adult Education Student of the Year, was made field representative for the western region of the state and visited host programs in

Clarion, Pittsburgh and Erie. In addition to photographing the outstanding students at their programs, David and the three other field managers provided students with copies of their story as revised for the *Legislative Luncheon Booklet* and the *Success Stories Booklet*. Students were given the opportunity to make corrections, deletions, and additions to these stories before they were released to the general public.

Field managers provided information about Midwinter Conference activities and responsibilities and handed out expense sheets for student travel. They collected information that allowed the *Success Stories* project director to make arrangements, if necessary, for students' lodging and to reserve seating for students, their families, and program staff at the Legislative Luncheon.

For program directors who have never before sponsored an outstanding student, field managers reviewed *The Guide to Sharing Student Success* (Royce, 1988) and offered suggestions as to how program directors might involve the local community in celebrating this prestigious award.

MIDWINTER CONFERENCE ACTIVITIES

At Midwinter conference, the students' photographs were posted on a large bulletin board placed in the main registration area. Students were greeted at a special table and provided with ABLE Outstanding-Student-of-the-Year badges, conference booklets, and table assignments. Field managers as well as the project director tended the table so that there would be a familiar face in case the student arrived unaccompanied by local program staff.

At the legislative luncheon, students were seated at special tables with their family, program staff and representatives from the Pennsylvania Legislature. The program booklet prepared for the luncheon by the Project Editor provided all those attending with a capsule version of the 1995 Outstanding Students' stories. Students were presented with citations from their senators and representatives as part of the luncheon program.

After the Legislative Luncheon, the students took part in a PDE Bureau of ABLE-sponsored *Success Stories* session, followed by a student reception, provided by PAACE. A group picture was taken at this reception by Rachel Zilcowsky who acted as the Midwinter *Success Stories* photographer. This reception was instituted in 1990 because students in their follow-up interviews asked for an opportunity to meet each other and relax after the formal activities.

MIDWINTER CONFERENCE EVALUATION

Believing it to be a privilege to direct this project, every attempt was made by *Success Stories* project director, Sherry Royce, and Field Managers, Jane Ditmars, Kathy Marks, Paula Smith, and David Wolfe to provide the ten outstanding students and their directors with efficient, courteous and prompt service. The follow-up evaluation by program directors (See Appendix B) indicated satisfaction with all conference arrangements including prompt payment for expenses when necessary.

Data secured about activities designed to share success student stories at the local level indicated:

- 70% of the programs had contact with students' family;
- 60% reported contact with students' employers;
- 70% involved community agencies
- 60% involved local government in celebrating students' awards
- 90% of the program directors reported direct contact with state legislators
- 100% contacted local media.

ABLE directors reported that they honored their outstanding students at the local level by arranging for radio and TV interviews, newspaper articles and editorials, meetings and award ceremonies at local school districts, community organizations and municipalities.

SUCCESS STORIES PUBLICATIONS

Two thousand copies of the *Success Stories* booklet (copy enclosed) were produced. Each outstanding student received ten copies of the booklet, each program with an ABLE winner received ten copies, and the nine regional centers received 5 copies each. The remaining booklets were sent to all Pennsylvania legislators, PAACE officers, staff of all ABE/GED and Act 143 programs funded through PDE, Division of ABLE, as well as the ABLE State Task Force, 353 and Success Stories Committees, 353 Project Directors, the US. Department of Education, Division of DAEL, adult education offices in State Departments of Education and national regional and state clearinghouses.

The project also distributed 200 copies of *Success Stories Flyers* (copies enclosed) to programs that had outstanding students. Eagleville hospital, which has had a winner each year for the past six years, declined the flyers and CIU 10 Adult Development Center receive 200 flyers for Daryl Solt who had attended their program as well as his nominator's, Mid State Literacy Council.

PARTICIPATION STUDY

BACKGROUND

Research into the history of *Success Stories* for the past ten years showed that prior to 1990 some 35 nominations for outstanding adult learners were received each year. As Act 143 literacy programs increased in numbers and built a record of adult learner achievements, the number of agency nominations for outstanding students increased. After a record high of 65 candidates in FY1990, the number of nominations has averaged 50 stories per year. Only 20% of the 250 agencies currently eligible to nominate an outstanding student do so.

The 100 outstanding adult students over the past ten years have been sponsored by 44 ABLE organizations. Some 20 programs supplied 76% of all award winners. Eleven of these sponsors are large ABLE programs. These programs serve hundreds of students in cities or regions with funding from sources other than ABLE, some full time staff and a large variety of resources. Four are exclusively devoted to working with adults, three run ABLE regional staff development centers.

The other nine programs with multiple winners represent small school districts and literacy councils, rehabilitation centers, and community-based organizations with ABLE components. Their success appears to be related to long-standing institutional commitment to honoring outstanding ABLE students locally as well as nominating them for statewide recognition. Furthermore, the interest and writing ability of a teacher or administrator can be tied to success in the nominations process. When that individual leaves or develops other interests, the string of successful nominations is broken.

ENCOURAGING PARTICIPATION

This year's *Success Stories* project sought to encourage greater participation on the part of local programs in the nominations process. Program personnel from agencies that had three or more outstanding students in the past 10 years were contacted and asked to donate their services as resource specialists to aid novice programs in the process of nominating and honoring their candidates. Fourteen ABLE staff members representing the eastern, central and western regions of Pennsylvania agreed to serve in this capacity (See Appendix D). All ABLE agencies were then advised of their availability of these resource specialists and provided with their program address and telephone number.

The results of this attempt to increase participation in the nominations process were mixed. While the total number of nominations did not increase:

- 56% of the 48 agencies nominating students in 1995 had not participated in the nominations process in 1994.
- 15% of this year's nominators sought the assistance of the project director or a resource specialist.
- One of the 10 outstanding students for 1995 was sponsored by an agency that had never before nominated a student for this statewide recognition award.

DESCRIPTION OF THE PARTICIPATION STUDY

The research study was designed to compare 20 ABLE agencies that sponsored outstanding students in 1994 and 1995 and 20 agencies that had not nominated students in this time period. The groups were labeled SP for successful participants and NP for non-participants. The study sought to determine whether there were measurable differences in program location, population, staffing, time and sites of operation, funding between the two groups and/or differences in staff/agency attitudes toward honoring ABLE students via local and statewide awards. The data was collected via a one-page survey (See Appendix B).

Selecting the Study Sample

Although the study originally called for 40 participants (20SP and 20NP), two programs had outstanding students in both years. The 18 successful programs were contacted and 14 (78 %) of the intended SP sample completed the survey. The researcher then selected 18 non-participating agencies on the basis of a weighted zipcode printout of non-participants and the ability to speak with the program director/coordinator on the day he or she was called and asked to complete the survey. The first 14 survey returns were chosen as members of the NP sample.

STUDY RESULTS

Comparison of Programs

An analysis of the data revealed strong similarities between the two groups in terms of location (urban, suburban, rural), sites (schools, libraries, etc.), years of operation (15 years average), number of months programs operate (11 months average) and time of classes (89% had day and evening classes). The SP group reported greater access to JTPA and SPOC funding than the NP group but the major programmatic differences between the groups were in terms of number and academic level of students and number of paid and full time staff.

Table 1: Comparison of Students Served

Average of	Average SP Group	Average NP Group	Percent of Students Served SP	NP
ABLE Students Served	461	250	65% of Total Sample	35% of Total Sample
# ABE (0-3)	67	50	15	20
# ABE (5-8)	155	66	34	26
#ESL	89	70	19	28
#GED	118	50	26	20
# Other Workforce /Homeless	32	14	6	6

Upon reviewing the average of ABLE students served in the SP and NP groups, it appears that

- The SP group served nearly twice (1.86) as many students as those in the NP group
- The SP group served a greater percentage (30%) of higher level students (ABE 5-8 and GED)
- The SP group had a significantly lower number of ESL participants (68% less)
- Both groups contained the same percentage (6%) of mixed level students

Table 2: Comparison of Program Staff

Average of	Average SP Group	Average NP Group	Percent Staff for Each Group SP Total	NP Total
# Paid Staff	16	8	3.4	3.2
# Full Time Staff	6	0.75	1.3	0.3
# Part Time Staff	10	7.25	2.1	2.9
# Volunteers	62	34	13.4	13.6
# Tutors	80	55	17.3	22

Data from the Staff Table suggests the following comparison between the two groups

- The ratio of paid staff to pupil population was roughly the same for each group
- The ratio of full time staff to pupil population was 4.3 time higher for the SP group
- Each group had the same percentage of volunteers
- There were 22% fewer tutors and 28% fewer part time staff per pupil population for the SP group than for the NP group. (This may reflect the higher academic level of participants and the larger percentage of full time staff in the SP group)

Table 3: Group Commitment to Recognition Events

Group	Local Awards	Describe	Nominate SS Yearly	Interest in Honor Society
SP	Yes	Graduation; $100 scholarship to SS student	Yes	Possibly
SP	Yes	Recognition ceremony each fall	Yes	Tell us more
SP	Yes	HS Graduation; cap and gown	Yes	Yes
SP	Yes	Graduation	Yes	Yes
SP	Yes	Graduation; completion from levels; press coverage	Yes	Yes
SP	Yes	Image awards	Yes	depends
SP	Yes	Graduation; all students honored	No	Tell us more
SP	Yes	Varies by site and/or County. Teacher, counselor, students decide each year.	Yes	Yes
SP	Yes	Graduation; International Women's Day	No (first time)	No comment
SP	Yes	Graduation; end of semester; literacy readings to recognize publication of student magazines	Sometimes	Maybe
SP	Yes	Recognition; all students are honored	Sometimes	Yes
SP	Yes	Receptions; recognition ceremonies have been held but not at any set time of year	No	Yes
SP	Yes	Annual picnic	Yes	Yes
SP	Yes	Graduation	No	No
NP	No		No	Probably not
NP	Yes	Graduation;president/dean preside;Special awards;$250-$500 Scholarship	No	Not at present
NP	No	Occasional in-class graduation presentation. Certificate of participation to ESL students - nothing for literacy & ESL tutored students	Yes	No
NP	Yes	At the Agency's annual dinner	No	No comment
NP	No		No	No comment
NP	Yes	Two times a year	Yes	No comment
NP	No	No	Yes	No comment
NP	Yes	Once per year	No	Yes
NP	Yes	Annual dinner, summer picnic, AAUW Tea, Literacy Day	Sometimes	No comment
NP	Yes	Graduation; School Board meeting	No	No
NP	Yes	Every two years	No	Maybe
NP	No	All students receive certificates and small awards/gifts at graduation	No	No comment
NP	No		No	No
NP	No	Graduation; group recognized.		

Comparison of Commitment to Student Recognition

Table 3 compares the two groups as to interest in and commitment to recognizing adult learner achievements. SP and NP group members were asked: 1) whether their agencies hold local recognition events, 2) whether they nominated *Success Stories* students yearly and 3) whether they would be interested in an honor society for outstanding students. An analysis of the data in Table 3 yields the following comparisons:

Local Recognition

- 100% of SP group members stated that they held local recognition events.
- 50% of the NP group members stated that they held local recognition events.

In comparing the two groups, it became clear that staff attitudes and assumptions about student recognition are all important. Three NP members (43% of the total replying *no)* stated they held no local recognition events and then went on to detail honoring the class as a whole at graduation or some members in classroom presentations. SP group members did not differentiate as to how students were honored. They considered completion from levels, all students honored at graduation, individual scholarships, image awards, and literacy readings to recognize publication of student magazines legitimate vehicles for student recognition.

Yearly Nominations for Success Stories

- 64% of the SP group nominated students for *Success Stories* each year
- 21% of the NP group nominated students yearly.
- The ratio of *Success Stories* nominations to local recognition awards is 50% higher for the SP group.

Interest in an Honor Society

- 93% of the SP group responded positively when asked about an honor society for their students.
- 14% of the NP group responded positively when asked about an honor society for their students.
- 43% of the NP group and 17% of the SP group did not address the question.

The SP group is more open to recognition activities. When asked to commit to an Honor Society without any details as to its setup, the response of the SP group was positive, if cautious (*possibly, tell us more, depends, maybe*). Half of the NP group avoided the decision (6 *no comment* and 1 *not at present*) while over a third said *no* immediately.

Table 4: Group Attitudes toward Student Recognition

Group	Statement of Value in Recognition Activity	Barriers to State Recognition Awards
SP	Motivational	Student may not want to publicize the fact the he or she is involved in literacy classes.
SP	Retention; Motivational	None
SP	Builds self esteem	None
SP	Community awareness; Builds self esteem; Recruitment; Fills a void these students have had for years.	None
SP	Community awareness; Empowerment; Recruitment; Retention; Employment of participants	None
SP	No comment	Confidentiality; need to protect patients from embarassment. I have to be very selective.
SP	Community awareness; Builds self esteem; Motivational	Some teachers have not had that much direct contact with students before submission date of candidate story is due.
SP	Community awareness: Celebrates success; Reaffirm satisfaction	Cost and time. However, its very worthwhile if you can afford the effort.
SP	Builds self esteem/self confidence; Validates self-worth, accomplishments	No comment
SP	No comment	None
SP	Students and their families are eager to recognize all the work and success	Time involved in the nominations process.
SP	Community awareness; Student/staff recognition	Distance to travel; especially in winter
SP	Community awareness; Student/staff recognition; Recruitment	None
SP	Graduation is looked at as a great accomplishment and positive development in their lives.	None
NP	No comment	No comment
NP	Community awareness; Student/staff recognition; Validates GED	We are frequently told that students in non-143 programs are not eligible. Is this true?
NP	No comment	Time, staff, energy
NP	Recruitment; Motivation for other Students	Work commitments
NP	No comment	We need to start one next year.
NP	Builds self-confidence; Sense of accomplishment; Aids in goal setting	Time; students travel back and forth to native county; I heard through the grapevine that a certain type of student is sought after.
NP	No comment	No comment
NP	Community awareness; student recognition	No, other than it requires me to go to Midwinter Conference one day earlier that would have to.
NP	Community awareness; student recognition	Distance, work release time for students.
NP	Community awareness; Student motivation	No comment
NP	Builds self-esteem; Motivational; Funding support	Short staffed; execptional prospective candidate needed.
NP	Motivational; Shows we value hard work	None
NP	No comment	Students served by our program are incarcerated and mentally unstable.
NP	Recognition as a group not individual	Students are immigrants over 60 years of age. Individual recognition is difficult.

Comparison of Attitudes Toward Student Recognition

- Student recognition events were valued by both SP and NP groups as promoting:
  1. community awareness (36%)
  2. recognition of students and staff (25%)
  3. student motivation (21%)
  4. student self esteem (21%)
  5. student recruitment (14%)
- 86% of SP group members commented positively on the value of recognition activities; double the number of NP members with positive comments.

Each statement of value in Table 4 was classified as either supportive of student interests (builds self confidence) or program interests (funding support). Each group member was allowed credit for a maximum of one student and one program interest statement. In comparing these subset values for the SP and NP groups, it appears that

- 100% of the NP group members commenting positively placed equal value on student and program interests.
- 64% of the SP group members commenting positively placed equal value on student and program interests; while 36% addressed only the effect these activities have on adult students. (*Fills a void these students have had for years; graduation is looked at as a great accomplishment and positive development in their lives).*

Comparison of Barriers to State Recognition Awards

- Barriers to nominating students for statewide awards mentioned by both groups were time, work commitments, cost, and distance to travel.
- 50% of the SP group saw no barriers to nominating students for *Success Stories*; only one member of the NP group saw no barrier at all.
- 29% of the NP group questioned whether their students were suitable to be nominated (*mentally unstable, senior adult immigrants, exceptional candidate needed*).
- 14% of the NP group had misconceptions about the nomination and selection process (*We are frequently told that students in non-143 programs are not eligible. I heard through the grapevine that a certain type of student is sought after.*)

Confidentiality and the corresponding necessity of protecting students from the publicity inherent in statewide awards was mentioned as a barrier — but one that could be overcome by choosing nominees carefully.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The following questions about participation in a statewide student recognition activity were put forth in the *Success Stories* proposal.

1. Is there a correlation between non-participation in local and in statewide student recognition activities?
2. Are similar program characteristics/attitudes evident in non-participating programs?
3. Are similar program characteristics/attitudes manifest in programs sponsoring outstanding students?
4. Are there common barriers to local program involvement in statewide student recognition activities?
5. Are there common incentives to local program participation in statewide student recognition activities?
6. Will the availability of local resource specialists encourage program participation?

The answers suggested by the Participation Study are

1. Programs that had a commitment to local recognition activities were twice as likely to nominate students for statewide recognition awards.
2. Non-participating programs served students at lower academic levels (48% of their student population was 0-3 or ESL). Some program staff had misconceptions about the *Success Stories* nomination and selection process.
3. Programs sponsoring outstanding students served nearly twice as many students with the same paid staff/volunteers to student ratio as non-participating programs. However, they had four times the number of full time staff and served a greater percentage (30%) of higher level students (ABE 5-8 and GED).
4. Non-participating programs had far fewer full time staff and cited *short staffed; time, staff, energy; and work commitments* as barriers to participation. Non-participating program attitudes appeared to be less student-centered and more negative or indecisive when faced with new choices about student recognition events.
5. Attitudes rather than incentives appear to invite participation. In outstanding students' programs, staff attitudes appeared to be student-centered, flexible and positive. They defined recognition events broadly, worked their way around confidentiality problems and were willing to look at new possibilities such as a student honor society about which they were given no details.
6. This year, 15% of programs nominating students for *Success Stories* used the services of the local resource specialists. However, the number of nominations did not increase.

While conscientious practitioners forage for flaws in order to improve program quality, experienced educators also know *if it's not broke, don't fix it. Success Stories* nominations have held relatively stable at around 50 each year for the past four years. In 1995, 27 of the 48 agencies nominating students or 56% had not participated in the process in the previous year and one agency sponsoring an outstanding student had never previously nominated a student. This year's effort to increase nominations by providing local resource specialists did not pay off in numbers of students nominated. However, since seven agencies or 15% of the total nominators did made use of this service, it is recommended that resource specialists be continued next year.

The participation study confirmed much that was already obvious. Student centered programs will find ways to recognize and celebrate student success at both state and local levels. Some programs, such as those for the criminally unstable, simply have the wrong population for external award events and cannot be expected to participate. Other programs and potential participants are limited mainly by the assumptions and attitudes of program staff or host agencies. Given the part time and fluid nature of the field, it is doubtful that an active campaign to change these assumptions and attitudes would be cost effective or even work.

Barriers to participation that surfaced and can be addressed include: 1) misconceptions about participant eligibility requirements (which funding streams can nominate students); 2) rumors about *a preferred type of student* and 3) cost for program staff to attend Midwinter when their student is selected. It is recommended that additional PDE funding be made available for teachers/tutors with outstanding students to attend Midwinter Conference and that a revised *Guide to Nominating and Selecting Outstanding ABLE Students* be developed. This guide should reiterate the eligibility requirements for agency nominations and emphasize PDE Bureau of ABLE's new outstanding student selection guidelines.

As always it is a privilege and a pleasure to act as project director for *Success Stories* and I thank PDE's Bureau of ABLE for the opportunity to take part in this rewarding activity.

Sherry Royce
June 19, 1995

APPENDIX A

Sample Form
for
CRITERIA FOR EVALUATING SUCCESS STORIES OF NOMINEES

Name of Nominee_____Rank_____
Score_____

The following statements are to be used to evaluate success stories intended for the competition to select the Outstanding Adult Basic Education Students of the Year. The maximum score for each criterion is ten (10) points. Place your total score in the blank in the upper right hand corner. Then rank the story in relation to the other nominees' scores. Write the rank in the rank blank shown above.

POSSIBLE POINTS	SCORE		CRITERION
(5)	_____	1.	Enrolled in program after determining his/her educational needs.
(10)	_____	2.	Participated in family literacy, workplace literacy, ABE, ESL, GED classes or Literacy tutoring by setting specific goals for achievement in those areas.
(10)	_____	3.	Continued in the program or left upon completing an academic level or attaining her/his personal goals.
(10)	_____	4.	Has specific plans for a career, ongoing education, further training, or personal development. Has enrolled for further education, training.
(10)	_____	5.	Has maintained family, civic or employment responsibilities at a high level while concurrently pursuing educational goals.
(10)	_____	6.	Has been a promoter and/or supporter of the adult program and/or an inspiration to others.
(15)	_____	7.	Has demonstrated innovative approaches in meeting educational needs as an adult. Program provider has adapted its program as needed to meet the student's needs/goals.
(15)	_____	8.	Has demonstrated leadership within formal or non-traditional learning environments.
(15)	_____	9.	Has visibly improved the life situation(s) of self/others as a result of learning experiences.

TOTAL_____ (100 points possible) -over-

APPENDIX B

SUCCESS STORIES : Sponsor's Survey

midwinter conference evaluation of services

	YES	NO	SEE COMMENTS
1. Conference arrangements were handled efficiently.			
2. Payment for expenses incurred at Midwinter Conference was prompt.			

local activities section

*We engaged in the following **SHARING STUDENT SUCCESS** local activities:*	YES	NO	SEE COMMENTS
1. Contact with student's family			
2. Contact with student's employer			
3. Contact with community agencies			
4. Contact with local government			
5. Contact with state legislators			
6. Media Contact [list and describe below]			
7. Local celebration			
8. Other: [List and describe below]			

comments:

Director's Name and Program _____ **Date:**_____

Please return to **Sherry Royce, 1938 Crooked Oak Drive, Lancaster, PA 17601** after you receive payment for Midwinter Conference expenses.

SUCCESS STORIES Panel's Survey

For purposes of contract evaluation, it would be most valuable for me to have your feedback regarding the Success Stories editing process. Would you please complete the checklist below and return it to me before leaving today.

Success Stories Editing

	YES	NO	SEE COMMENTS
Nominators provided information in keeping with this year's new guidelines.			
Stories were treated in an evenhanded manner.			
Information supplied was sufficient for me to select 10 outstanding ABLE students.			

Comments (OPTIONAL):

Thank you for your help in this matter.

SJR/hs

Sherry Royce,
Project Direector
SUCCESS STORIES

SUCCESS STORIES: Sponsor's Survey

midwinter conference evaluation of services

	YES	NO	SEE COMMENTS
1. Conference arrangements were handled efficiently.			
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6. Media Contact [list and describe below]			
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8. Other: [List and describe below]			

comments:

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For purposes of contract evaluation, it would be most valuable for me to have your feedback regarding the Success Stories editing process. Would you please complete the checklist below and return it to me before leaving today.

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Comments (OPTIONAL):

Thank you for your help in this matter.

SJR/hs

Sherry Royce,
Project Direector
SUCCESS STORIES

OUTSTANDING STUDENTS' PROGRAMS 1994-1995

Please take a few minutes to complete the following survey and return it to Sherry Royce, 1938 Crooked Oak Drive, Lancaster, PA 17601 at your earliest convenience Telephone: (717) 569-1663 FAX: (717) 560-7703

General Information:

How many students are in your program _____

ABE (0-3) _____
ABE (5-8 _____
ESL _____
GED _____
Other: Specify _____

No. paid staff _____
No. full-time staff _____
No. volunteer staff _____
Do you have a tutoring component? _____
If so, number of tutors? _____

No. years your program has operated _____
No. months your program runs each year _____

Daytime program? _____
Evening classes only? _____

Program receives funds from

Act 143 _____ JTPA _____
ABE/GED _____ SPOC _____
State Monies _____ Municipal _____
Private Sector _____ Foundation _____
Other: _____

Location:

Most students enrolled in rural area _____
Urban Area _____
Suburban area _____
Other: _____

Classes are held in:

Local School _____ Institution _____
College Univ _____ Library _____
Business _____ Home _____
Community Based Organization _____
Other: _____

Success Story Program Information:

Does your program have local awards ceremonies? _____

Are they honored at graduation ceremonies once a year or at some other time?. Please Describe.

_____
_____
_____
_____

What value do you see in such activities?

_____
_____
_____
_____

Does your program usually nominate an outstanding student of the year? _____

If so, does the same person usually write the nomination? _____

Please describe any process you follow to determine your candidate.

_____
_____
_____

Are there any barriers to taking part in this student recognition activity? If so, what are they?

_____
_____
_____

Success Story Student Information

Do you keep in touch with past winners? _____
Do past winners currently take part in program activities, public relations, tutoring, etc.?

_____
_____
_____
_____

Would your program be interested in taking part in an ABLE Honor Student Association? _____

NAME: _____
Program _____
Address: _____
_____

APPENDIX C

PACKING LIST

Enclosed for Regional Field Managers

1. Field Manager's Worksheet
2. Expense Voucher for Mileage, Tolls, Parking, and 35mm color film
3. Time Sheet
4. List of Outstanding Students and their Programs
5. List of Quotes already available from each student
6. Success Stories Booklet story for each student
7. Legislative Booklet story for each student

Please go over these stories with your students and make sure they are correct and the student is willing to make all the information included known to the general public.

Enclosed for Outstanding Students and Programs

1. Expense Voucher for Mileage, tolls, lodging on the road
2. Success Stories: Director's Survey
3. Success Stories: Program's In-Kind Contribution Sheet
4. Copy of Legislative Luncheon Program

APPENDIX D

Resource Specialists for Success Stories in Eastern Pennsylvania

- **Berks County**

  Mary Schmidt
  Reading Area Community College
  10 S Second Street
  Reading , PA 19063-1209

  TEL: (610) 372-4721

- **Delaware County**

  Patricia R. Gaul
  Delaware County Literacy Council
  225 E 24th Street
  Chester, PA 19013-5150

  TEL: (610) 876-4811

- **Luzerne County**

  Frank J. Nardone
  Luzerne IU 18
  368 Tioga Ave.
  Kingston, PA 18704-5117

  TEL: (717) 287-2161

- **Philadelphia**

  Rebecca Donham
  Center for Literacy, Inc.
  636 S 48th St
  Philadelphia, PA 19143-2035

  TEL: (215) 474-1235

Resource Specialists for Success Stories in Western Pennsylvania

- **Allegheny County**
  Donald Block
  Greater Pittsburgh Literacy Council
  100 Sheridan Square, 4th Floor
  Pittsburgh, PA 15206-3019
  TEL: (412) 661-7323

- **Allegheny County**
  Thomas Wehrli
  Connelley Adult Center
  1501 Bedford Ave.
  Pittsburgh, PA 15219-3601
  TEL: (412) 338-3711

- **Crawford County**
  Dale Hrach
  Penncrest School District
  RD #2
  Edinboro, PA 16412-9802
  TEL: (814) 967-2675